DOCUMENT RESUME

ED 070 747 SP 005 966

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TITLE Field Centered Teacher Preparation. Final Report, Cycle 5, 1970-1972.
INSTITUTION Alaska Rural Teacher Training Corps, Anchorage.
PUB DATE 72
NOTE 19p.

EDRS PRICE MF-$0.65 HC-$3.29
DESCRIPTORS Career Opportunities; Educational Benefits; Educational Programs; Elementary Education; *Field Experience Programs; *Inservice Teacher Education; Program Descriptions; *Rural Education; *School Community Relationship; Secondary Education; *Teacher Education; Teaching Models

ABSTRACT

The final report for Cycle 5 of the Alaska Rural Teacher Training Corps (ARTTC) consists of retrospective observations on the program over the period May 1970 through August 1972. The preparation of the report consists of the observations and assessments of the project director. Contents of the report include a project description, program overview, project objectives, discrepancy evaluation, the school system, and the community. Discrepancy evaluation emphasizes the modification of a regular teacher training program, the effects on educational personnel, and the teacher corps as a viable model. Benefits accured, enhanced educational opportunities for children, significant changes in schools, administrators' and teachers' attitudes toward ARTTC, in-service training, and graduating corpsmen are discussed in relation to the school system. The final section presents the school-community-program relationship. (MJM)

ED 070747

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FIELD CENTERED TEACHER PREPARATION

A Progress Report

Alaska Rural Teacher Training Corps

A Joint Teacher Corps/Career Opportunities Program and
State of Alaska Project

Cycle 5, 1970 - 1972
Anchorage, Alaska
D. M. Murphy
October, 1972

SP 005 966

ABSTRACT

The final report for Cycle 5 of the Alaska Rural Teacher Training Corps (ARTTC) consists of retrospective observations on the program over the period from May, 1970 through August, 1972. The preparation of the report was not a collaborative effort but, rather, consists of the observations and assessments of the project director.

The audience for whom the writer prepared the report was primarily the community as represented by the members of the ARTTC Community Council and other community people who have interest in the program and in the improvement of education in the villages of rural Alaska. This includes the corpsmembers themselves who are, for the most part, long-time residents of the villages where they serve and learn.

The ARTTC program is entering into the third of its planned four year life as an identifiable project. Two years have seen the establishment of a foundation upon which the second two year cycle is being built which, in turn, will enable a new and alternative program of teacher preparation to exist in Alaska; one which will prepare teachers to better meet the needs of children and cause improvement of education to the point of mutual satisfaction of children, parents, educators and all others concerned.

Anchorage, Alaska
September, 1972
D.M. Murphy, Project Director
Alaska Rural Teacher Training Corps

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ALASKA RURAL TEACHER TRAINING CORPS

A Joint Teacher Corps/Career Opportunities Program/
State of Alaska Project

Final Report for Cycle 5, 1970-1972

THE PROJECT DESCRIPTION AND OBJECTIVES

The Alaska Rural Teacher Training Corps (ARTTC) became operational in May, 1970. By September of that year sixty persons had been recruited into the program, thirty at the freshman college level and thirty at the junior level. Of these students (corpsmen, as they are now titled), forty-five were Alaska Native and fifteen were white.

INSTITUTIONAL PARTICIPANTS

The grantee is the Alaska State-Operated School System (ASOSS), the legislatively created agency responsible for elementary and secondary education in the majority of rural Alaska and on the military base schools in the State. The grantee contracts with the two universities in the State, the University of Alaska and Alaska Methodist University, to provide for the development and delivery of the instructional program. In actuality, a rather close relationship exists, relative to the program operation, between the three participating institutions.

FUNDING

ARTTC is funded from several sources, no single one of which is dominant. The U.S.O.E. grant direct to State-Operated Schools for FY 1971-72 totaled $325,000 of which $200,000 was from Teacher Corps and $125,000 was from C.O.P. Johnson O'Malley Act funds totaled $200,000 and $551,200 from the State General Fund and Public Law 874 brought the total budget to $1,076,200.

CONTROLLING INTERESTS

There exists a rather complex system of levels of control, guidance, advice and influence compounded by the fact that the program is in a dynamic state and, therefore, the intrastructure changes. From an initial consortium membered by representatives of the participating institutions there has been developed a consortium representaing other interests, with an emphasis on community and Alaska Native representation. The Consortium provides guidance to the staff, requires staff accountability, sets program policy within the policies established by the Board of Directors of the Alaska State-Operated School System and provides liaison with the interests represented. The make-up of the nine member Consortium is:

Alaska State-Operated School System	Associate Superintendent
Alaska Federation of Natives	Director
University of Alaska	Dean, College of Behavioral Science & Education
Alaska Methodist University	Executive Vice President
District One Education Assoc.	Member of the Board
ARTTC Community Council	Four elected representatives

The ARTTC Community Council consists of ten members, each representing one of the ten Native communities where the ARTTC project functions. As individuals the Council representatives work on a volunteer basis in the village serving as liaison with local government and the community school board. Collectively the Council provides guidance on a state-wide basis and deals with matters of community interest. Decisions, or positions taken, have related to such matters as preferential hire of ARTTC graduates, the right to teach in one's home village and the question of preferential hire of Native Americans. Each Council member also is a member of the local Panel which relates directly to corpsmen and team leader performance review, recruiting and selection of candidates.

ADMINISTRATIVE STRUCTURE

ARTTC provides a four year undergraduate teacher preparation program leading to the Bachelor of Education and Alaska Elementary Teaching Certificate. Guidelines of both the Career Opportunities Program and Teacher Corps are used and found not to be conflicting. Although it is viewed as a four year continuum, because of federal law it is the C.O.P. which provides the overriding guidelines for freshman entry, recruitment from low income areas and, in general, the first two academic years. After successful completion of two years persons are eligible for the Teacher Corps level. To the corpsmen there is, of course, no abrupt change but, rather, a move from sophomore to junior academic standing.

Teacher Corps monitors the grant and the Notice of Grant Award is a single document listing the funding level of both C.O.P. and Teacher Corps. Although site visits are usually made by the Teacher Corps Program Specialist, the C.O.P. specialist has visited. Also an excellent source of consultants is provided through the C.O.P.'s Leadership Training Institute.

The staff consists of the Project Director, employed by the State-Operated School System; the full time Coordinator who is a member of the faculty at the University of Alaska; the full time Program Development and Evaluation Coordinator on the faculty at Alaska Methodist University; the LEA Coordinator, employed by the State-Operated School System but stationed at the University of Alaska; ten team leaders; the secretary to the Project Director and secretaries to the university coordinators.

When the project began the Project Director reported to the Director (Superintendent) of the State-Operated School System. Subsequently another level, that of Associate Superintendent has been created and exists above the Project Director and below the Superintendent. It is being proposed by the Administration that another level should be created as the central hierarchy expands. This will become less relevant as ARTTC decentralizes.

PROGRAM OVERVIEW

The general overview is presented here in a question and answer format which was prepared for purposes of recruitment.

1. What is the purpose of ARTTC in Alaska?

   ARTTC is a field-centered undergraduate college program designed to prepare teachers who will work in schools serving the Native villages of Alaska, with particular emphasis on the preparation of Native teachers.

2. Why emphasize the preparation of Native teachers?

   Although the Native people have become increasingly involved in the education of their children, their involvement in the school has been largely limited to the role of teacher's aide. ARTTC is intended to expand Native involvement in education to include full teaching responsibility in the school classroom. Special attention will be given in the evaluation of the program to determine if Native teachers, who are familiar with the unique modes of expression and conceptual orientation of their own people, can improve the quality of education provided in the Native villages.

3. What is meant by a "field-centered" program?

   ARTTC is a field-centered program because a majority of the training will be conducted on site in the participating schools and villages. Team leaders using video tape recorders, programmed materials, etc. will coordinate the academic and on-the-job training of the team members with the university and local school staff. The field-centered approach is employed in this program for several reasons:

   a. The adjustment from village to campus life is often a difficult step for individuals who come from a different cultural background than that represented on most campuses;

   b. The traditional campus-centered teacher preparation programs are not designed to cope with the unique educational problems encountered in Native communities;

   c. The problems of teaching Native children can be most realistically dealt with in the environment in which they exist; and

   d. Since there is no prescribed definition or prototype of a "Native teacher", the ARTTC program is designed to provide as much freedom as possible for the indigenous expression of the character of such a position in a Native village.

4. How are the teams composed?

Each team consists of four to eight members, along with a permanent team leader. The team members were selected and assigned on the basis of criteria established by the National Teacher Corps and Career Opportunities Programs. Half of the team members will have 0-60 semester hours of college credit and the other half have 60 or more semester hours of college credit. The team leaders each have an elementary teaching certificate and previous teaching experience with culturally different children, most in the Alaskan bush. Corps-members who have 60+ hours in 1972-73 are, for the most part, those who began as freshman in 1970.

5. How will the training of the team members be implemented?

The majority of the team members' time will be spent in the village, where they will complete approximately three-fifths of their academic course work, in conjunction with their on-the-job training in the community and the school, under the supervision of the team leader. The remainder of their time will be spent on the campuses of Alaska Methodist University and the University of Alaska, where they will enroll in the regular summer sessions to complete the remaining two-fifths of their academic work. Prior to their full-time work in the village, they will attend a six-weeks preservice orientation program in Fairbanks. The ARTTC program is designed to provide a Bachelor of Education degree and standard elementary teaching certificate upon completion of a four-year cycle. The Cycle 7 program (1972-74) will probably be the last two years of the funded program. Persons now in the program will have the opportunity to graduate and receive teacher certification but those who begin as freshman in the summer of 1972 will be continued only through the sophomore year and will continue their academic study only as regular students, relying on whatever financial assistance or personal means they can find after the end of the funded program.

6. What will be the function of the ARTTC team in the community?

The team members will coordinate their efforts in establishing community-oriented programs aimed at serving the basic educational needs of the community and increasing the participation of Native people in the educational development of their children. Preferably, the team members will live in the central community, amongst the Native people, so that they can more accurately assess and interpret the educational needs of the community in relation to the formal educational program of the school.

7. What will be the function of the ARTTC team in the school?

Under the supervision of the team leader, principal and cooperating teachers, the team members will observe and participate in the school and classroom as teacher aides and interns, eventually carrying a full-time classroom responsibility as a student teacher. They are to perform duties and engage in experimental activities which will contribute to the development of their role as teachers in a Native community. Their time will be divided between the community, the school, and their academic course work.

8. Who is responsible for conducting the ARTTC program?

The Alaska State-Operated Schools is responsible for the overall administration of the program. The University of Alaska and Alaska Methodist University have sub-contracted to provide the academic training and other services for the program. The degrees will be awarded by both institutions, the choice being left to each team member.

9. Which Alaskan communities are participating in the ARTTC program?

The following villages will participate in the program in 1972-73:

Angoon	Noorvik
Bethel	Nulato
Fort Yukon	Point Hope
Metlakatla	Tanana
Nondalton	Togiak

10. What contribution can ARTTC make to improve the quality of Alaska Native education?

Several areas of potential impact are possible:

a. Native involvement in education will be increased and the school and community brought closer together in their educational efforts;

b. the school curriculum will be examined with regard to its adaptation to the unique circumstances of Native living and appropriate accommodations will be encouraged;

c. the teacher training program of the universities and the teacher certification regulations of the State will be reviewed and petitions for revisions will be submitted where changes are necessary to assure that requirements for teachers competent to meet the needs of children of Native and other minority societies are met;

d. new programs and techniques of instruction employing a variety of resources will be developed furing the course of the program, which will have implications for training beyond the design of the Alaska Rural Teacher Training Corps Program.

PROJECT OBJECTIVES

The project objectives stated in the program proposal were, in retrospect and to some degree, not well stated. It often seems that proposals tend toward use of jargon, possibily because proposal writers assume that a certain style is expected of them by federal agency personnel. Therefore, a new attempt to set forth the project objectives will be made here (by the same Project Director who did not fare well with them earlier).

First, one objective is to have an effect on the institutions participating in the project, and others, of such magnitude that the processes developed by and for the project will remain as an effective program for teacher preparation long after the identifiable ARTTC project ceases to exist.

a. A field-centered teacher preparation program will be established.

b. An alternative undergraduate curriculum emphasizing trans-cultural training techniques and content relevant to the current interests of Alaska Natives will be established.

c. Elementary curriculum and teaching methodology will be improved to the point that the educational needs of the children of rural Alaska will be met as determined by the parents, the children, local governments and all who are legally responsible for providing public education.

d. Staff of the school system and faculty of the universities will be able to assess the prevailing process and content of education as it relates to students of teaching and to culturally untypical children, identify the deficiencies and continue to improve the educational systems to the point of mutual satisfaction of children, parents, educators, and all others concerned.

Second, sixty persons, predominantly Alaska Natives, will be graduated with the Bachelor of Education degree and will be certificated to teach.

a. From the process of preparing teachers whose specialty is the teaching of children who may have different perspectives of life and environment and different aspirations, from those generally attributed to the dominant white society, both the teacher trainees, the institutions which prepare them and the agencies which ultimately employ them will learn how to continue the improvement and development of teacher preparation process.

b. The skills, knowledge, personal characteristics, and other attributes (competencies) which appear to a majority of those concerned to be desirable qualities for all teachers to have, expecially teachers of untypical children, will be determined in orderthat their development in teacher trainees can be assured.

Third, the project operation will decentralize from its centralized, hierarchical origin to a system in which community parents, legitimate local groups and structures developed by and for the project will provide responsibile guidance and decision-making for ARTTC.

a. Development of local control of the project will demonstrate both the process of decentralization and provide insights into the accountability of village citizens as related to program operation and, ultimately, school operation.

b. Community citizens will underscand the school and its role in the community and transient teaching staff will better understand the people of the village, and, to the greatest degree possible, their culture and its effects on children as students.

Fourth, a system for the delivery of a program of higher education will be tested and established.

a. A variety of media will be tried which, if not ultimately effective, will at least provide insights which will be a basis for future communicators planning (such as for Satellite ATS-F and ATS-G).

b. University faculty will develop instructional programs best suited for delivery to remote sites utilizing media and format which allows for feedback from the field and resulting modification as student and instructor explore and learn together.

A. THE UNIVERSITY

1. Modification of Regular Teacher Education Program

The modifications in the regular teacher education program at both the University of Alaska (U.A.) and Alaska Methodist University (AMU) as a result of ARTTC have been slow in developing. Significant changes have been limited to courses developed for the ARTTC project and conducted in a field-centered format. For the most part, the courses have been those listed in the university catalogues as part of the regular curriculum. The process has necessarily been altered because the students are remote from the campus, but this is implicit in any field-centered program. This is not intended to demean the process or underrate the difficulty of providing an instructional program at sites up to 1,000 miles from the source but, rather, to note that the original design for the ARTTC project forced the development of the field-centered process. The mechanics for delivery of the courses have been worked out reasonably well through use of videotape, audiotape, and written material. However, there has been little involvement of regular teaching faculty until as recently as the summer of 1972. (See paragraph 3, below). Without this involvement it is unlikely that the teacher preparation program on campus can significantly reflect the advances which are prevalent in the ARTTC project itself.

A critical time in the change process relative to the regular teacher education program began in late spring, 1972 when a section of the Proposal Amendments for Cycle 7 (1972-74) was prepared by project staff which proposed that course content be developed which would enable teachers to better meet the needs of children who may be culturally different from those for whom traditional elementary and secondary curriculum and teaching methodology has been developed. A trans-cultural curriculum, both in content and process, was proposed. It is intended that it be an alternative teacher preparation program, coexisting with the present regular program. The concept was endorsed by the faculty and supported by the administrations of both universities as well as finding support by the statewide Teacher Education and Certification advisory Board (TECAB). In effect, it has taken two years for the universities to become actively involved in the modification of their regular teacher preparation program.

There has not yet been a determination of whether or not faculty members who have developed or taught courses for ARTTC have capitalized on their efforts and experience by inculcating new content and process into their on-campus courses.

It should be noted that "courses" are still being taught and that, apparently, discrete topical units of instruction not often interrelated

with others, still prevail. It is felt, however, that this will in time give way to broader, less course-oriented programs which will be approved by TECAB. One illustration is the new Communications Skills Unit being developed for fall semester, 1972 by AMU. There is yet no competency-based modules in existence at either institution although a Tests and Measurements module was developed and conducted by AMU in spring semester, 1972.

2. Continuity

Evidence of continuity of the ARTTC project at the universities is so late in emerging that it does not really fit within the time scope of this report which covers the program through August 30, 1972 and not into September at which time it is being written. It is fair to observe that, perhaps for dissimilar reasons, both universities are, and have been for several months past, re-examining their entire teacher preparation program, including curriculum and relationships with other university departments and the appropriate disciplines. Project staff feel that such re-assessments are in large part attributable to the influence of ARTTC. Other influences include that of the Teacher Education and Certification Advisory Board. Yet concern which is intrinsic in the staff and faculty is in itself motive for re-assessment and planning for change and continuity which will transcend the ARTTC project, given the additional time for experimentation which ARTTC provides.

A shortage of faculty has made it necessary to obtain instructors from off-campus. While expanding the resources beyond the limits of the institutions, there is little discussion between on and off-campus instructors and, therefore there is inadequate coherent project planning or development except by the project staff and persons who are directly responsible for ARTTC operations at the universities. Recent developments, so new that comment thereon would be premature, are encouraging and will be reported on at the earliest date possible.

It is a delicate matter to take credit for positive change, whether true or not, since this implies that a capacity for progress is not intrinsic to the department, but that progress requires external pressures and catalytic action. Therefore, let us dispense with assigning where credit is due and state that continuity in the universities' program and goals commensurate with those of ARTTC is, belatedly, developing. The guidelines for this report might well delete this section in the future.

3. Effect on Educational Personnel

University educational personnel, with the exception of persons directly involved in ARTTC planning and development, have been minimally affected by the existance of ARTTC. As previously stated, even the significant steps in the development of new courses of instruction have been taken by project staff, not by faculty. This is not to say that there are no vitally involved instructors; there are, but they are few. From the point of view of the project director, there still prevails a lack of

understanding by education faculty of what the program is about, particularly at the University of Alaska. AMU is a small institution and the ARTTC Coordinator there represents a higher percentage of the faculty and is deeply involved in university affairs.

It is argued that much time which could have been spent on developing relationships between project staff and teaching faculty has been spent in debating on the desireability of competency-based education and defense of the process oriented or experiential model. However, the general lack of communication between university coordinators and the faculty of each other's university cannot be explained that way. Neither can the existance of a rather impenetrable curtain between LEA staff, particularly the project director,and the University of Alaska faculty. However, communication between LEA project staff and the Dean is adequate and satisfactory. From the vantage of project director, there is no reason why direct communication at meetings, conferences and workshops between project staff at all the participating institutions and the education faculty at each cannot take place. There are current indications that this situation will be remedied immediately.

On the positive side, the endorsement by the education faculty at U. of A. of the concept of developing an alternative trans-cultural curriculum is encouraging. Unfortunately there was little follow-through and the major effort to begin was made by the university coordinators and team leaders with little else but encouragement from the educational personnel. This effort began the summer of 1972 while faculty members were overburdened but, then, the question arises why did not the committment from the faculty come earlier and why does not serious consideration of curriculum development have tangible results? Of three new courses designed at U. of A. with a trans-cultural and field-centered emphasis, one is being taught by a team leader, one by the LEA Coordinator and one by a regular faculty member. Perhaps this would be a viable approach except for the fact that ARTTC will not continue forever and the regular faculty must take over the job.

At AMU, institutional financial problems indicated that the full instructional program should be removed to U. of A. However, a three level model in communication skills with the diagnostic element appropriate to cross-cultural curriculum design was proposed and is ready for fall semester, 1972. Educational personnel at AMU appear more knowledgeable about the program and, as of the end of June, 1972, more willing to commit themselves to ARTTC and its instructional and planning needs.

4. Teacher Corps as a Viable Model

This topic is, of course, a continuing source of controversy and, while parts of the National model are being tried with success, others cause conflict which becomes self defeating. It is reasonable to state at this time that the field-centered aspect and the experiential emphasis are accepted. The logistical problems of delivery of instruction and feedback over phone-less distances of over a thousand miles will persist until communications technology becomes available in Alaska. Even this is improving and one main problem remains with the lack of acting talent in the instructional ranks for television presentation.

Competency-based education has been the focal point for debate and has, therefore, had a demoralizing effect due to a criticism-counteraction situation, primarily between some LEA staff and some university staff. A large part of the problem had to do with failure, on the part of both parties, to agree upon what a competency-based program is and how it is developed and if, indeed, it is the best approach. This problem still exists but to a lesser degree since persons have agreed to agree and set about to develop a curriculum best suited to prepare teachers for rural Alaska's children. It is assumed that the process, and environment in which the teacher preparation program takes place, is of such nature that graduates will be enabled to teach effectively in any cultural milieu. To this end, not only are culturally and currently relevant topics being designed for inclusion into the curriculum, but many of the processes are being articulated as well as simply existing.

As the trans-cultural program is being designed and developed it is likely that competency-based modules will be developed. One module, a tests and measurements course, had moderate success and will be improved upon. The diagnostic component, it appears, is critical. It must be noted again here that Teacher Corps and the Career Opportunities Program are combined as a single four year continuum. There is considerable variety in the previous formal education at elementary and secondary levels of the corpsmen which manifests itself in college work. However, the instructional model requires at least four things as it develops: One, the diagnostic element; second, an active feed-back system; third, the development of a comprehensive syllabus or prospectus for each instructional component or course and, fourth, the clear means by which instructors make a mid-course discrepancy analysis in the light of feed-back.

It is proposed that the trans-cultural program sequence which will be operational by fall, 1974 will be:

1st year:	On-campus/academic
2nd year:	Rural on-site/academic and professional
3rd year:	On-campus and in Urban Multicultural Schools/ academic, professional, practicuum
4th year:	Rural on-site/academic, professional, practicuum, and specialization

5. Faculty Involvement

University faculty outside of the education department (and a high percentage of the educational personnel) were generally unaware of Teacher Corps prior to the beginning of the program in Alaska. Awareness and participation after two years is different at each institution.

At Alaska Methodist University, the small private institution, there is broad general awareness of ARTTC and specific participation by sufficient faculty to insure continuing broadening the interdisciplinary aspects of the program.

At the University of Alaska, a more complicated institution because of size alone, there has been minimal involvement of liberal arts faculty to date. Instructors who have taught courses attended during summer on-campus sessions by corpsmen have been helpful and many at least perceive the program goals and operation, but the increase of participation cannot rely on the efforts of one or two persons. The absence of committment, until recently, of the education faculty has had a deleterious effect on involvement of faculty and administration of the other departments. The next few months will be a critical time during which the ARTTC project will be a focus for initiating reform in the teacher preparation. This is, in effect, a keypoint in the project's progress from which an improved level of participation and committment (and dedication of time) by faculty is expected.

B. THE SCHOOL SYSTEM

1. Benefits Accrued to the School System as a Result of Teacher Corps

It may be years before many of the most significant benefits resulting from the existance of the ARTTC project can be measured or recognized. It is also likely that the origins of the benefits will, by that time be obscure and immaterial. For example, when there are fifty teachers who are Eskimo and Indian teaching in the Native village schools as compared to the five now teaching, it must be assumed that this will be a benefit to the rural school system. The reason will be that Teacher Corps and Career Opportunities Program existed. Further, through the process of providing academic and professional preparation for those Native teachers in an environment of reality rather than the isolation of a campus, the educational system at all levels will have gained new knowledge and experience. Children will be taught as their teachers were taught, a currently on-going process: experientially; emphasis in the affective; relevance in the cognitive; sensitive to views of parents and children; committed to providing a positive and pleasant and productive experience for children and the teachers alike. These have not yet been generally achieved and it is perplexing to acknowledge that some as yet undetermined process will likely have a more profoundly persuasive change effect on the school system than the best laid plans designed to exert pressure or influence. What cannot be assumed is that schools would improve without change process programs. Programs such as Teacher Corps, Career Opportunities Program and bilingual education exist synergistically with the schools and system which house them.

2. Enhanced Educational Opportunities for Children

The improvement or enhancement of educational opportunities for children as a result of an undergraduate teacher preparation program cannot be measured in quantitative terms and, probably, cannot be measured at all. The forces acting upon children in the classroom cannot be isolated and attributed to a single source although to a large degree they emanate from the supervising teacher and, to a lesser degree, from the undergraduate student.

It is important to note that children in the schools where ARTTC functions are predominantly Natives ,either Eskimo or Indian ,(95%). The supervising teachers are predominantly white (99%) and the corpsmen are predominantly Natives (90%). It is reasonable to assume the existance of stronger child-corpsman bonds than normally would exist between children and teachers who are racially and culturally different from each other. There is talk of pride in heritage of Native Americans and emphasis in developing identity for children, of self-regard and the need for model adults of the same race and culture of the children. These matters need not be measured to know if they exist and efforts to measure quantitatively might well injure or destroy their very existance. To date the Native children have seen the Native corpsmen as yet student teachers and still the second person in the classroom. Even that is a position to aspire to but, predictably, when the corpsman is a certificated teacher the position of the model will be enhanced.

3. Significant Changes in Schools

Two teams conducted pre-schools in cooperation with community and school. In effect these were extra-curricular inasmuch as there was no funded kindergarten or Head Start in these villages and both functioned in the community hall. These were started by corpsmen who had interest in early childhood education who, with help of volunteer village mothers, worked with twenty-one children from 3 to 5 years of age. (Enrollment in Nondalton increased from seven in 1971-72 to sixteen this year with a cash budget of $150 and much community spirit).

Each team establishes relationships with the school in a manner of its own and from these relationships have evolved a variety of changes (permanent, it is assumed). Extra-curricular activities tend toward corpsman supervised athletic activities where a regular physical education program is not available. Photography clubs have been established in several villages with formal instruction by corpsmen in photographic art and processing in the small labs which ARTTC has set up.

Team teaching has developed in a more or less rudimentary fashion due to there being corpsmen in the classroom. However, at one school a formal team teaching/learning center program has been established in which the team leader will function as one team teacher while utilizing the environment to benefit the growth of the corpsmen and experimenting with them and the regular teachers in the process. Team teaching is not prevalent in the village schools.

4. Administrators' and Teachers' Attitude Toward the Alaska Rural Teacher Training Corps

This topic is complex because of the variety of attitudes found in this relatively small but complex and atypical school system. First, a brief description of the system and its levels:

Within the central office in Anchorage are the Superintendent and two Associate Superintendents; these three form the "Cabinet" of which two members are responsible to the third who, in turn, is responsible to the Board of Directors. The next level in the central hierarchy are division directors which currently consists mostly of not-yet-funded positions, then project directors, curriculum consultants, special education specialists. The field hierarchy is somewhat unique because of the number (145) schools being operated and the remoteness of most of them. Thus, Regional Superintendents have considerable authority and autonomy. Subordinate to the Regional Superintendents are principals and principal teachers. Team leaders are not responsible to principals but are responsible to the principals for ARTTC activities within, or focused on, the school.

This brief description helps explain why it is difficult to make specific statements about the attitude of administrators toward ARTTC. Broadly, the attitude is positive, constructive and good. It has not always been this way, but the important thing is the remarkable improvement over the past six to eight months. A significant change took place when it became understood by Regional Superintendents, principals and team leaders that the program was not tied to central office control -- that decentralization was an important part of the program plan. Also made clear at that time was that each village program is not a closed unit into which there is little or no input from local administration and regular teaching staff; that in fact a program objective is to establish a school/community coalition. This has been manifested in increased communication in many of the villages and particularly the organization of the Community Panels, described later.

There are of course some philosophical differences between some members of the school administration and the program administration. Approaches to solutions are different. By some, who should know the program intimately by now, there is little deep understanding of its approach to the improvement of education. It is hoped by project staff that the change in atmosphere from the tense, self-defeating one of early 1972 to one which is currently conducive to program progress and rational planning is not a matter of "benign neglect" but, rather, a deliberate effort to determine if the project can meet its objectives in a relatively neutral management situation. This depends on the increasing local (village/school) wish and ability to operate the program and the ability of the universities to develop the instructional program they are contracted to do.

5. In-Service Training of Teachers

The graduate level program for teachers in schools where the program operates is in the design and development stage and will begin in spring semester of the current academic year. Planned for fall semester 1972, it was delayed by one semester because the priority demand was on development of the undergraduate program and conducting of pre-service.

The emphasis of the in-service component will be toward field study techniques for understanding education in a cross-cultural context. What is learned in the community and in the homes about the culture, the citizens, the structures, and the children in their life out of school will be applied to the improvement of elementary education.

A primary criticism of teachers by Native parents and leaders is that they are mostly transient and have little knowledge of, or interest in, the community. Teachers are physically isolated in agency housing and too many tend to socialize within their system rather than with community people and fail to even try to understand the forces which influence the lives of the Native children or their parents.

6. Graduating Corpsmen

The first graduates (August 11, 1972) were twenty in number of the original thirty who began In addition, two did not complete degree requirements through no fault of their own and remain in the program as senior students (self-paced program). Three more did not meet degree requirements through no fault of the program and are independently enrolled on campus and will complete mid-term.

Of the twenty who graduated, nine sought positions with the State-Operated School System and all were hired. Three are with other school systems, one is in educational research with a Native organization and the remainder are in graduate school or taking free-time before seeking jobs.

It should be noted that the first graduates were relatively well travelled and experienced in urban and campus life. They entered the program with sixty semester hours. The corpsmen entering the teacher corps level this year are primarily village people who entered ARTTC under C.O.P. guidelines two years ago so their required sixty hours have been accrued as lower division corpsmen of this program.

C. THE COMMUNITY

1. School/Community/Program Relationships

This has been the area of the most significant development.

During the first year of the program (1970-71) the initial determination to establish program and team identity with the community was so great that results were detrimental. That is, the program seemed generally to be considered by village school staff and some regional superintendents as separate from the system, a potential for carrying stories out of the school to the community, a group who might polarize the community against the school, and at least a program of late comers attempting to change an educational system they knew nothing about. To a large degree, the fault lay with the zealous program effort to establish communication and rapport with the community, an event which is rare between programs and villages in Alaska. Unfortunately, this priority seemed to serve to further alienate some teams, and the program in general, from the schools.

At a meeting in early spring, the first attended by team leaders, superintendents, principals, and program administration, the concerns and problems were candidly expressed and solutions sought. Basically, school staff wanted more involvement and say in program activities and school staff, administration and team leaders sought greater local control in partnership with the community. The first community panels made up of representatives of village organizations (school board, village council), the teaching staff, school administration and team were formed. Panels of this composition in Alaska villages are unique. The ten panels set criteria for entry into the program, recruit, interview, and select. Subsequently they review performance both of corpsmen and team leaders, recommend all personnel actions and ultimately evaluate and recommend senior corpsmen for teacher certification.

It is unlikely the panels will expand their activities to include performance evaluation of teachers and subsequent recommendations for personnel action. The willingness of team leaders to accept this demonstrates their committment to community control and program philosophies and further deepens the relationships with parents and communities. Teachers may follow this example but it is improbable.

Each community has elected a representative to the decision-making ARTTC Community Council. The representative is also a member of the local ARTTC panel and functions as liaison with the school board and other local organizations as appropriate. Of the ten community representatives on the Council, four are elected to the policy-making Consortium.

It is important to emphasize that many corpsmen are lifelong residents of the villages where the program exists. The student by day may be the city clerk or village council member by night. The teams, and therefore the program, have become a relatively inseparable part of the community and its affairs.

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